



ST. TAMMANY PARISH PUBLIC SCHOOLS

District Literacy Plan

Building a Legacy Through Literacy

2026-2029 | District Literacy Plan

Superintendent: Frank Jabbia

A guiding plan for district leaders, school administrators, teachers, coaches, targeted support providers, families, and community partners

A Message About This Plan

Literacy opens the door to learning in every classroom, every content area, and every stage of a student’s life. The STPPS District Literacy Plan brings the district’s literacy priorities, instructional systems, supports, and partnerships into one coherent guide. It describes how St. Tammany Parish Public Schools protects strong core instruction, responds when students need additional support, builds educator capacity, and works with families and community partners to help every student grow as a reader, writer, speaker, listener, and thinker.

HOW TO USE THIS PLAN

District leaders use it to align systems and resources. School leaders use it to guide schedules, ILT cycles, professional learning, and monitoring. Teachers use it to connect HQIM, assessment, clarity, and responsive support. Families and community partners use it to understand the district’s commitments and how they can participate.

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1. Literacy Vision, Mission, and Commitments

Literacy Vision

STPPS aims for all students to achieve grade-level literacy proficiency and develop the knowledge, skills, confidence, and agency to recognize themselves as successful readers and writers who persist in reaching their full potential - in school, across content areas, and throughout life.

Literacy Mission

STPPS recognizes that every student enters the classroom with unique strengths, experiences, and literacy needs. Because literacy is fundamental to learning, academic success, and quality of life, the district is committed to equipping every student for the future by supporting their academic, emotional, and social growth. Through high-quality, evidence-based instruction; coherent curriculum; protected Tier I instruction; responsive targeted support and extension; continuous professional learning; and meaningful partnerships with families and the community, STPPS provides equitable opportunities for students to develop and apply literacy independently across content areas, learning experiences, and life beyond school.

District Commitments

- Protect uninterrupted, high-quality Tier I literacy instruction for every student.
- Use high-quality instructional materials aligned to Louisiana Student Standards and the Science of Reading.
- Make learning clear through purposeful unit and lesson preparation, explicit instruction, and meaningful success criteria.
- Use assessment as part of instruction - to understand learning, respond to need, and evaluate the effectiveness of instruction.
- Provide targeted and intensive support in addition to, never in place of, core instruction.
- Build collective educator expertise through professional learning, coaching, ILTs, and teacher collaboration.
- Partner with families and communities through accessible, responsive communication, shared dialogue, and practical literacy resources.
- Monitor implementation and outcomes, celebrate growth, and continuously improve.

EVIDENCE OF SUCCESS

Students experience a coherent approach to literacy across classrooms and schools. Leaders and teachers share common language, use evidence to respond, and protect access to grade-level learning. Families understand student progress and know how to support literacy growth.

2. The STPPS Literacy Blueprint

The STPPS Literacy Blueprint connects the district's instructional priorities within one coherent framework. Each component strengthens the others; none functions as a stand-alone initiative.

Blueprint component	Purpose	In practice
Protecting Core Instruction	Guarantee every student daily access to grade-level literacy learning.	Schedules preserve core time; targeted support is additive; interruptions are minimized.
High-Quality Tier I Instruction	Provide coherent, explicit, knowledge-building instruction for all learners.	Teachers implement approved HQIM, prepare units and lessons, model thinking, and support productive struggle.
Teacher Clarity	Help students understand what they are learning and how quality is demonstrated.	Learning intentions, success criteria, exemplars, feedback, and checks for understanding guide learning.
Assessment and Responsive Instruction	Turn evidence of learning into timely instructional decisions.	Teachers and teams analyze screener, curriculum, classroom, and outcome data and adjust instruction.
Tier II and Tier III Targeted Support	Provide additional instruction matched to student need.	Flexible Tier II and Tier III groups are aligned to diagnostic evidence and monitored frequently, with Tier III provided in smaller groups and at greater intensity.
Collective Capacity and Partnership	Sustain strong implementation through shared expertise and shared responsibility.	ILTs, teacher collaboration, coaching, professional learning, family engagement, and community partnerships reinforce the districtwide approach.

Blueprint in Action

Purpose

A shared framework keeps literacy work coherent across district departments, schools, grade bands, and support structures.

Implementation

Schools use the blueprint to shape master schedules, instructional planning, ILT and collaboration cycles, professional learning, targeted support design, and family communication.

Evidence of Success

Observable classroom practice, student work, assessment patterns, implementation evidence, and stakeholder feedback show whether the districtwide approach is producing the intended results.

Continuous Improvement

District and school teams study evidence at planned intervals, identify strengths and barriers, adjust support, and monitor the effect of those adjustments.

3. District Literacy Goals

The three goals below follow the LDOE framework. Each goal includes both leading indicators - evidence that implementation is moving in the right direction - and lagging indicators - evidence of student outcomes.

Goal 1 - Student-Focused

Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth.

Leading: access to Tier I curriculum and instruction; engagement in grade-level reading, writing, speaking, and listening; progress-monitoring response; successful completion of HQIM tasks.

Lagging: DIBELS 8 proficiency and growth (K-3); LEAP ELA proficiency and growth; ELPT proficiency; and graduation-readiness literacy measures.

2026-2029 TARGET

The percentage of all students and students in each identified subgroup demonstrating proficiency will increase by at least 2 percentage points annually on DIBELS 8, LEAP, ELPT, and graduation-readiness literacy measures.

Goal 2 - Teacher-Focused

Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support.

Leading: participation in required learning; completed unit/lesson preparation; ILT/PLC cycle products; coaching follow-through; alignment of learning intentions, success criteria, and tasks.

Lagging: walkthrough trends; quality of student work; fidelity and quality of HQIM implementation; teacher self-assessment and professional learning impact evidence.

2026-2029 TARGET

Annually, 100% of teachers will receive professional learning related to district curricula and resources, evidence-based instructional strategies, and the skills needed to make data-based decisions for students. All K-3 educators will be fully trained in the Science of Reading.

Goal 3 - Program-Focused

Create coherent district and school structures that protect Tier I instruction, provide timely Tier II and Tier III targeted support, build collective capacity, and engage families as literacy partners.

Leading: protected master schedules; targeted support rosters and entry criteria; timely family notification; ILT and collaboration calendars; access to approved materials and trained providers.

Lagging: at least 80% class-level success indicating effective Tier I instruction; reduced need for increasingly intensive support; improved student response to targeted support; equitable outcomes and access across schools and subgroups.

2026-2029 TARGET

Annually, 100% of the instructional time allocated for literacy will be focused on high-quality core instruction and systematic, explicit targeted support and/or extension opportunities based on students' individual needs to improve achievement on assessments and support a culture of reading.

Goal Monitoring Schedule

Review point	Primary evidence	Purpose
Beginning of year	Prior-year outcomes, BOY screeners/diagnostics, schedules, staffing, subgroup patterns	Confirm targets and initial supports.
Every 6-8 weeks	HQIM evidence, common assessments, progress monitoring, student work, walkthroughs	Evaluate the effectiveness of Tier I and response to Tier II/Tier III.
Middle of year	MOY screening/diagnostics, implementation trends, family communication evidence	Adjust resources, professional learning, grouping, and supports.
End of year	EOY/state outcomes, goal evidence, stakeholder feedback	Evaluate impact and revise the next plan.

4. High-Quality Tier I Instruction and Extension

High-Quality Tier I Instruction is the foundation of STPPS's districtwide approach to literacy. It provides every student access to grade-level Louisiana Student Standards through approved HQIM, explicit teaching, meaningful practice, knowledge building, discussion, writing, and feedback. Strong Tier I instruction is the most effective way to support literacy growth for all students and reduce the need for additional targeted support.

Effective Implementation Includes

- Protecting the full literacy block and ensuring targeted support or special services do not replace core instruction.
- Aligning instruction to grade-level standards and using district curriculum, resources, pacing guides, and scope and sequence.
- Implementing approved HQIM with integrity while using professional judgment to differentiate and scaffold without reducing grade-level rigor.
- Preparing units and lessons by studying standards, texts, assessments, rubrics, exemplars, lesson purpose, likely misconceptions, and supports.
- Making learning visible through Teacher Clarity: learning intentions, success criteria, models, checks for understanding, and actionable feedback.
- Providing explicit modeling, guided practice, independent application, and frequent opportunities to read, write, speak, and listen.
- Using whole-group, small-group, and individual support within Tier I based on current evidence.
- Incorporating writing across content areas and using technology purposefully.
- Using universal screening and curriculum evidence to support data-driven conversations and responsive instruction.
- Extending learning for students who have demonstrated mastery through deeper application, knowledge building, choice, and complex tasks.

- Providing accessible supports for English learners and students with exceptionalities while maintaining access to grade-level content and HQIM.

Evaluating Tier I Instruction

ILT and teacher teams examine curriculum-based assessment results, student work, walkthrough evidence, and subgroup patterns. When fewer than approximately 80% of students demonstrate expected mastery, the first response is to study the strength, coherence, and accessibility of Tier I instruction before assigning additional students to targeted support.

EVIDENCE OF SUCCESS

Students engage daily with complex grade-level text and meaningful literacy tasks. HQIM is evident. Learning intentions and success criteria support student ownership. Teachers use explicit, evidence-based practices. Class-level assessment patterns show that most students are learning through Tier I, and extension is available when students are ready.

5. Assessment and Responsive Instruction

Assessment is part of the learning process, not a separate event. STPPS uses multiple sources of evidence to identify strengths and needs, evaluate the effectiveness of instruction, form flexible groups, select supports, communicate progress, and monitor growth.

Evidence source	Primary use
Universal screeners	Identify students who may need additional assessment or support; monitor districtwide patterns.
HQIM and classroom evidence	Determine what students understand during daily instruction and inform immediate response.
District diagnostics/checkpoints/interims	Examine standards-based progress, instructional patterns, and readiness for next steps.
Progress-monitoring measures	Determine whether students are responding to Tier II or Tier III targeted support.
State assessments	Evaluate outcomes, subgroup performance, and long-term program impact.
Student work and walkthrough evidence	Connect results to the quality of tasks, instruction, engagement, clarity, and opportunity to learn.

EVIDENCE OF SUCCESS

Teachers and teams use timely, aligned evidence to make decisions. Students know what they are learning and receive useful feedback. Grouping changes as needs change. District and school leaders examine both student outcomes and the instructional conditions that produced them.

6. Targeted Support - Tier II

Tier II provides additional instruction in small groups to support core instruction and student growth. It is timely, focused, flexible, and matched to a clearly identified literacy need. Tier II is delivered in addition to the full Tier I block by a classroom teacher, tutor, or other extensively trained literacy educator using district-approved resources.

Effective Implementation Includes

- Using current screener, diagnostic, HQIM, and classroom evidence to identify the specific support needed.
- Matching the target skill, instructional resource, provider expertise, and progress-monitoring measure.
- Scheduling support at a regularly scheduled time so students are not removed from Tier I literacy instruction.
- Providing explicit instruction in a small group, generally no more than four students when the support is delivered under IASP/high-dosage tutoring requirements.
- Maintaining a consistent provider whenever possible and documenting instructional focus, attendance, fidelity, and response.
- Using focused, data-driven conversations and timely progress-monitoring evidence to evaluate response.
- Following the established timeline and Targeted Assistance Team process before moving a student to Tier III.
- Continuing, adjusting, intensifying, or fading support based on evidence.

Available Tier II ELA Resources

Grade span	Tier II small-group resources
K-2	Additional Core Instruction; mCLASS Instruction; S.P.I.R.E.; Lexia Core5; Amira Learning; PCI for MAP and RNC; SUMMIT K12 for English learners in grades 1-2.
3-12	Additional Core Instruction; mCLASS Instruction; Guidebook supports including FUEL (3-5), Fluency Tasks (3-8), Foundations Supports (3-5), and Accelerate (3-10); Language Tasks/Mentor Sentences (3-12); Language Links (6-10); S.P.I.R.E.; Lexia; Amira Learning (3-5 and 6-12 English learners); IRLA Toolkit, excluding Yellow Level; CommonLit (3-12); Accelerate Lessons (6-10); SUMMIT K12 for English learners in grades 3-12.

The STPPS Triad identifies selected resources as approved for high-dosage tutoring. S.P.I.R.E. and Lexia Core5/Lexia are multisensory programs approved for students with characteristics of dyslexia. Resource selection must match the student's identified need and the current district-approved list.

EVIDENCE OF SUCCESS

Tier II adds focused support without replacing Tier I. Groups are flexible and based on current evidence. Instruction and monitoring address the same identified need. Students demonstrate a measurable response, and teams act promptly when progress is not sufficient.

7. Intensive Targeted Support - Tier III

Tier III is intensive targeted literacy support provided in smaller groups for students whose needs are significant or whose response to prior support indicates that greater intensity is required. It is delivered by a literacy professional with deep conceptual knowledge and specialized training in the adopted targeted support resource.

Effective Implementation Includes

- Using diagnostic evidence and response history to define the precise instructional need.
- Providing explicit, systematic instruction with greater frequency, additional time, smaller groups, specialized sequencing, or responsive scaffolds.
- Providing Tier III in addition to Tier I and Tier II while protecting core instruction.
- Coordinating with SBLC, IEP, Section 504, dyslexia, and English learner processes, as applicable.
- Monitoring progress biweekly using a measure aligned to the targeted support focus.
- Reviewing progress and implementation evidence frequently; adjusting intensity when the student is not responding as expected.
- Communicating progress and next steps with families in clear, accessible language.

Available Tier III ELA Resources

Grade span	Tier III smaller-group resources
K-2	Additional Core Instruction; mCLASS Instruction; S.P.I.R.E.; Lexia Core5; Amira Learning; PCI for MAP and RNC.
3-12	Additional Core Instruction; mCLASS Instruction; Guidebook supports including FUEL (3-5), Fluency Tasks (3-8), Foundations Supports (3-5), and Accelerate (3-10); S.P.I.R.E.; Lexia; Amira Learning (3-5 and 6-12 English learners); IRLA Toolkit, excluding Yellow Level; PCI for MAP and RNC.

Learner-Specific Supports

Learner group	STPPS support commitment
Students with characteristics of dyslexia	Kindergarten screening and additional screening through SBLC as needed; multisensory, structured supports aligned to Bulletin 1903 and student need.
English learners	Access to the same HQIM and grade-level learning as peers, language assistance based on English proficiency, certified ESL support, technology/resources, and interpretation or translated materials for families.
Students with exceptionalities	Access to district HQIM in core and specialized settings with accommodations, modifications, specially designed instruction, and targeted support based on individual needs.

EVIDENCE OF SUCCESS

Students receive sufficient intensity from trained providers; Tier I access is protected; instructional and monitoring tools align; teams use biweekly evidence to adjust; families understand the plan and the student's response.

8. High-Quality Instructional Materials and Time

STPPS adopts high-quality materials to provide a coherent instructional foundation across schools. The ELA curriculum, resources, and time allocations below reflect the district's Instructional Minutes and approved instructional guidance.

Grade span	Core ELA curriculum and resources	ELA instructional minutes
Pre-K	PreK On My Way; Heggerty; SALSA for Pre-K/K implemented by speech-language pathologists, as applicable.	Pre-K schedules provide at least 376 total instructional minutes and flexibly integrate oral language, phonological awareness, alphabet knowledge, emergent reading and writing, knowledge building, whole group, centers, and small group.
K-2	CKLA Knowledge and Skills; Heggerty; The Writing Revolution; SALSA in kindergarten as applicable.	CKLA Knowledge - 60 daily; CKLA Skills - 60 daily; Heggerty - 15 daily; Targeted Support - 40 daily. SALSA in kindergarten uses a 10-minute rotation twice weekly.
Grades 3-4	Louisiana ELA Guidebooks; The Writing Revolution embedded in lessons; Zaner-Bloser handwriting; FIRE lessons.	Guidebooks - 90 daily; handwriting direct instruction - 10 daily; FIRE - 15 daily; Targeted Support - 30 daily. Total ELA allocation: 145 minutes daily / 725 weekly.
Grade 5	Louisiana ELA Guidebooks; The Writing Revolution embedded in lessons; FIRE; independent reading.	Guidebooks - 90 daily; FIRE/grammar and word study - 15 daily; independent reading - 10 daily; Targeted Support - 30 daily. Total ELA allocation: 145 minutes daily / 725 weekly.
Grade 6	Louisiana ELA Guidebooks; The Writing Revolution; grammar and word study; independent reading.	Guidebooks - 90 daily; grammar and word study - 15 daily; independent reading - 10 daily; Targeted Support - 30 daily. Total ELA allocation: 145 minutes daily / 725 weekly.
Grades 7-12	Louisiana ELA Guidebooks and The Writing Revolution; Language Power and Champion of Ideas for English learners in grades 7-12; district-approved specialized resources as applicable.	ELA instructional time is established through secondary course and master-schedule requirements. Additional targeted support is scheduled based on student need without replacing core ELA.

Specialized Core ELA Resources

District instructional guidance also identifies Unique Learning and News2You for MAP and RNC settings, Fairview Learning for students who are deaf or hard of hearing, and other approved supports matched to learner needs. These resources support access to core instruction and do not replace the district's commitment to grade-level literacy learning.

Resource Selection Principles

- Approved and aligned to Louisiana Student Standards and grade-level expectations.
- Coherent with core HQIM and the identified purpose of instruction.
- Supported by appropriate initial and ongoing training.
- Paired with aligned assessment and progress-monitoring measures.
- Accessible to diverse learners without lowering the intellectual demand of grade-level work.
- Reviewed for effectiveness using implementation evidence and student outcomes.

9. Professional Learning, ILTs, and Teacher Collaboration

Sustained literacy improvement depends on the collective expertise of educators and leaders. STPPS combines district learning, school-based cycles, coaching, common planning, and implementation support so professional learning is connected to daily work and student evidence.

Professional Learning Priorities

- Initial and ongoing implementation of approved HQIM.
- Science of Reading and evidence-based foundational literacy practices.
- Unit and lesson preparation for K-2 Knowledge/Skills and grades 3-12 ELA.
- Teacher Clarity, explicit instruction, formative assessment, feedback, and student work analysis.
- Tier II and Tier III targeted support, progress monitoring, IASP, and learner-specific supports.
- Content and disciplinary literacy across science, social studies, mathematics, career/technical courses, and electives.
- Leadership practices for observing, supporting, and evaluating the effectiveness of the district literacy approach.

DISTRICT PROFESSIONAL LEARNING PARTNER

EDU 20/20 provides job-embedded professional learning, coaching, and implementation support intended to strengthen teacher practice and literacy outcomes across STPPS.

Professional learning occurs throughout the school year and is adjusted as district and school needs emerge. Effectiveness is evaluated through educator feedback, routine professional learning evaluations, walkthrough evidence, implementation trends, student work, and student outcomes. District leaders use this evidence to refine future learning and support.

ILT and Teacher Collaboration Long-Range Cycle

Cycle	Focus	Intended product or change	Evidence of cycle success
1. Launch and prepare	Goal review; HQIM preparation; Teacher Clarity	Shared unit/lesson preparation and quality expectations.	Preparation artifacts, feedback, walkthrough and student-work baseline.
2. Strengthen Tier I	Explicit instruction; checks for understanding; student literacy work	Stronger task alignment, modeling, discussion, writing, and small group.	Walkthroughs, common assessments, student work, class-level success.
3. Respond and intensify	Screeners/HQIM data; Tier II/Tier III alignment; progress monitoring	Accurate grouping, matched resources/measures, and timely adjustments.	Progress monitoring, support records, subgroup review, family communication.
4. Evaluate and sustain	Outcome review; vertical coherence; next-year priorities	Documented learning, refinements, and transition plans.	EOY outcomes, feedback, school reflection, and revised goals.

EVIDENCE OF SUCCESS

Professional learning is visible in planning, instruction, student work, and outcomes. ILT/PLC cycles are tied to yearly goals and HQIM. Leaders evaluate impact, not simply participation, and adjust learning supports accordingly.

10. Family and Community Partnerships

Families are essential literacy partners. STPPS provides timely information, listens to family perspectives, removes access barriers, and connects families with practical ways to support literacy at home and in the community.

Priority	District and school approach	Examples of evidence
Family voice and partnership	Include families in meaningful discussions about literacy priorities, programs, student needs, and barriers to access.	Literacy nights/events, surveys, advisory feedback, family questions and response records.
Understandable data	Explain screener, progress-monitoring, course, and LEAP information in family-friendly terms.	Conferences, reports, Home Connect, data guides, translated materials.
IASP communication	Provide timely notification, ongoing progress updates, and opportunities for families to review and participate.	Signed plans, meeting records, progress reports, documented communication.
Family learning	Offer practical guidance on grade-level expectations and literacy support at home.	Content/career family nights, demonstrations, take-home resources, digital supports.
Accessible communication	Use methods, languages, formats, and times that accommodate families.	Interpreters, translations, multiple channels, accessible formats and events.
Community connection	Expand literacy access beyond the school day through sustained partnership.	St. Tammany Parish Library summer programs, reading lists, community events and resources.

EVIDENCE OF SUCCESS

Families understand literacy goals and student progress, receive accessible communication, know how to participate, and experience stronger connections to schools.

11. Alignment to District Initiatives

The literacy plan is the organizing guide that connects - and, when necessary, streamlines - related work. Alignment reduces initiative overload and helps schools experience one coherent instructional direction.

Initiative or structure	Connection to literacy	Monitoring evidence
School Advancement Plans	Literacy goals, subgroup needs, strategies, and resources align with school priorities.	Aligned goals/actions, benchmark reviews, school progress evidence.
Instructional Leadership Teams and PLCs	Provide the recurring structure for implementation, learning, and response.	Cycle plans, agendas, artifacts, student work, walkthrough trends.
Teacher Clarity	Strengthens student ownership and the alignment of intentions, tasks, success criteria, and feedback.	Planning evidence, student explanations, work quality, formative assessment.
Protecting Core Instruction	Ensures all learners receive the strongest prevention and continued grade-level access.	Master schedules, time-use evidence, walkthroughs, targeted support schedules.

Initiative or structure	Connection to literacy	Monitoring evidence
Early childhood programs	Build oral language, phonological awareness, alphabet knowledge, and emergent writing.	Teaching Strategies/early learning evidence, transition data, family supports.
IASP / Act 771 supports	Coordinates required literacy support, family involvement, tutoring, and progress monitoring.	Plans, logs, monitoring data, family communication.
Cross-curricular literacy	Extends reading, writing, speaking, listening, and vocabulary across content areas.	Tasks and student work in science, social studies, math, CTE, and electives.
Special populations services	Coordinates access, language support, accommodations, targeted support, and specialized instruction.	IEP/504/EL evidence, access patterns, subgroup outcomes.

12. Communication, Roles, and Continuous Improvement

Clear, consistent communication helps district and school teams align expectations, share progress, and make timely adjustments while keeping students, families, and community partners informed and involved.

Communication Plan

Stakeholder	What is communicated	When and how
District and school leaders	Goals, non-negotiable structures, implementation supports, evidence, and adjustments.	Launch; monthly/quarterly leadership structures; benchmark and annual reviews.
Teachers, coaches, and targeted support providers	Blueprint, HQIM/support expectations, assessment calendar, PL, resources, and implementation evidence.	Beginning-of-year launch; ILT/PLC/PLC cycles; coaching; digital resource hub.
Students	Learning goals, success criteria, progress, strengths, and next steps.	Daily instruction; feedback cycles; goal-setting and conferences.
Families	Plan priorities, grade-level expectations, assessment/progress information, IASP, resources, and ways to participate.	Beginning-of-year communication; required notifications; benchmark updates; events and digital/print channels.
School Board and community	District commitments, implementation progress, literacy outcomes, partnerships, and resource needs.	Annual plan publication; periodic public updates; district website and presentations.

Roles and Shared Responsibility

Role	Primary responsibility
District leadership	Set direction; align policy, funding, staffing, materials, data systems, professional learning, and accountability; remove barriers.
Curriculum and support departments	Provide HQIM guidance, learning, coaching, assessment support, targeted support resources, and specialized expertise.
School leaders and ILTs	Build schedules and structures; lead cycles; monitor Tier I effectiveness and targeted support; support teachers; communicate with stakeholders.
Teachers	Prepare and deliver high-quality instruction; make learning clear; use evidence responsively; collaborate; communicate progress.
Coaches, targeted support providers, and tutors	Build educator capacity or deliver aligned additional support; document instruction and response; collaborate with classroom teachers.
Students	Engage in learning, use feedback and success criteria, reflect on progress, and advocate for support.
Families/community partners	Share knowledge and feedback, reinforce literacy experiences, participate in planning, and expand access to resources.

Continuous Improvement Routine

1. Study outcomes and implementation evidence together.
2. Identify the strongest contributing practices and the most consequential barriers.
3. Prioritize a small number of changes connected to the literacy goals.
4. Provide the learning, resources, time, and leadership support needed for the change.
5. Monitor whether the change improves adult practice, student experience, and student outcomes.
6. Communicate progress transparently and revise the plan annually.

13. District Action Plan

This consolidated action plan translates the three district goals into a manageable implementation sequence for 2026-2027. Professional learning is provided throughout the year in response to district priorities, implementation evidence, and educator and student needs.

Goal / timeline	Key actions	Lead roles	Resources	Monitoring evidence
All goals July-August 2026	Review prior-year outcomes and confirm targets; publish plan; verify schedules, HQIM, targeted support resources, assessment calendar, and PL launch.	District leadership; C&I; school leaders	Plan; data dashboards; schedules; HQIM; PL materials	Approved targets; launch evidence; schedule/resource audit; stakeholder access.
Teacher + Program Aug.-Sept. 2026	Launch Cycle 1 on unit/lesson preparation and Teacher Clarity; train leaders on HQIM look-fors and response.	C&I; supervisors; principals; ILTs; coaches	Preparation protocols; LER-aligned tools; EDU 20/20 support	Preparation artifacts; participant feedback; walkthrough baseline; student work.
Student + Program Sept.-Dec. 2026	Administer BOY evidence; establish Tier II/Tier III targeted support groups; notify families; monitor Tier I effectiveness and student response.	Testing teams; teachers; targeted support providers; ILTs	DIBELS 8; diagnostics; HQIM assessments; approved targeted support resources	Timely assessment and family notification; progress monitoring; class and subgroup patterns.
All goals January 2027	Complete mid-year goal and subgroup review; adjust professional learning, resources, grouping, and intensity.	District/school leaders; ILTs; teachers	MOY data; walkthroughs; student work; stakeholder feedback	Documented decisions; revised supports; communication updates.
Teacher + Student Jan.-April 2027	Complete Cycles 2-3 on Tier I quality and responsive support; monitor transfer from learning to practice and outcomes.	C&I; school leaders; ILTs; coaches	HQIM; collaboration protocols; coaching; progress tools	Walkthrough/student-work improvement; stronger class success; response to targeted support.
All goals May-June 2027	Evaluate EOY/state outcomes, implementation evidence, family/educator feedback, and initiative alignment; revise the plan.	District literacy team; school leaders	EOY/state data; surveys; reflection tools	Annual evaluation; celebrations and needs; revised goals and 2027-2028 actions.

EVIDENCE STANDARD

Monitoring must connect adult learning and implementation to student experience and outcomes. Participation counts and completed documents are useful only when they help the district understand whether practice and learning improved.

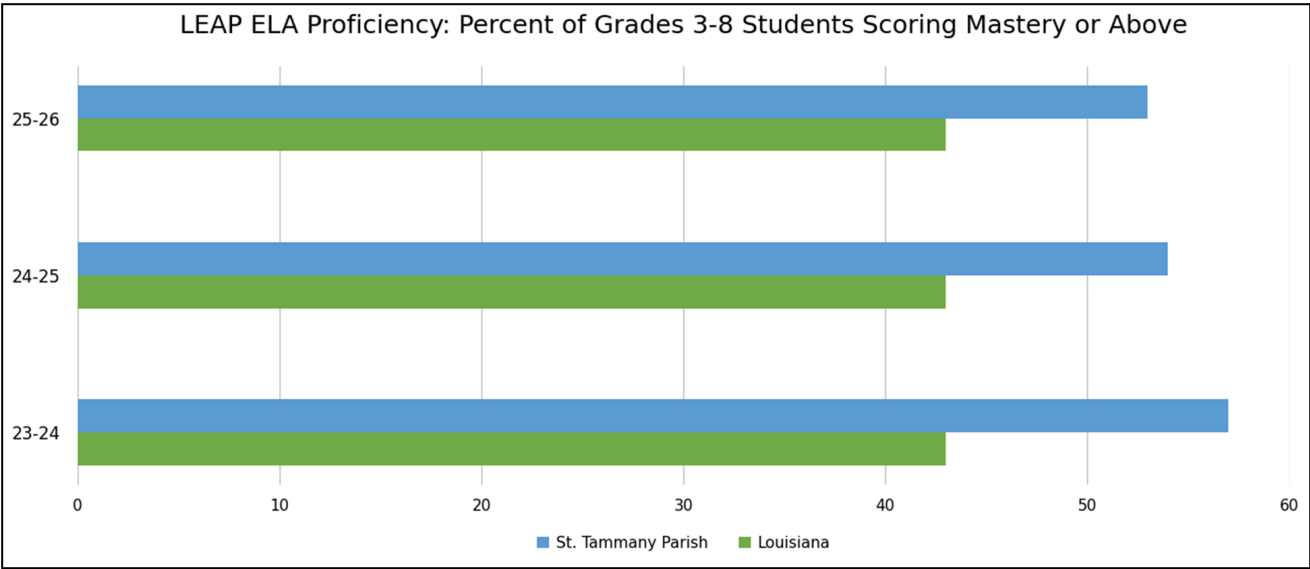
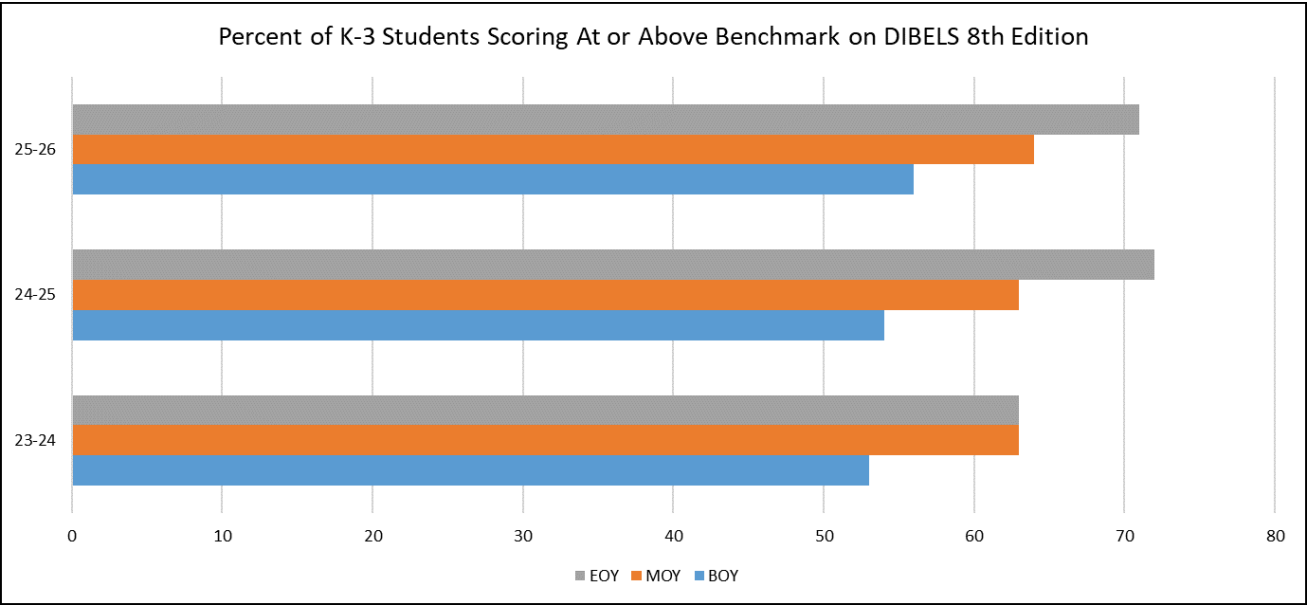
Appendix A. Assessment and Monitoring Framework

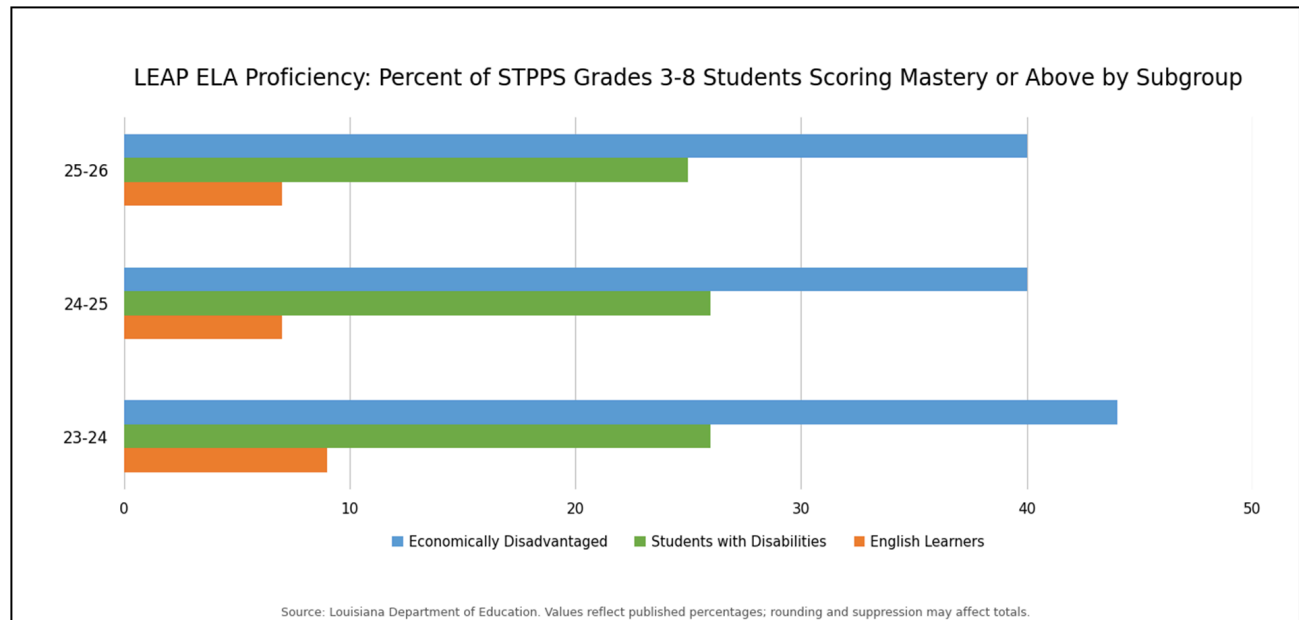
Grade span	Measure	2026-2027 window	Primary literacy purpose
Pre-K	Teach Smart	Fall checkpoint finalized Oct. 31; winter Feb. 28; spring May 30	Monitor oral language, literacy, cognition, and related developmental domains.
K-3	DIBELS 8	BOY: Aug. 6-Sept. 17 (current students by Sept. 4); MOY: Dec. 1-18; EOY: April 1-30	Universal screening and progress monitoring of foundational literacy skills by grade and need.
K	Shaywitz Dyslexia Screener	March 1-May 8	Identify characteristics that may indicate a need for additional screening or support.
K-12 English learners	ELPS; ELPT / ELPT Connect	ELPS: within first 30 days enrolled; ELPT: Feb. 15-March 19	Determine eligibility for language assistance and measure English proficiency growth in reading, writing, speaking, and listening.
3	LEAP	ELA: April 7-9	Evaluate standards-based ELA outcomes and subgroup performance.
4-8	LEAP	April 1-May 12	Evaluate standards-based ELA outcomes and subgroup performance.
9-12	LEAP	Fall: Nov. 30-Dec. 18; spring: April 1-May 12; summer: June 22-26	Evaluate English I and English II outcomes, as applicable.
11	ACT	March 9-12 and March 15-19	Monitor college and career readiness in English and reading.
3-8 / HS	District ELA diagnostics, checkpoints, and interims	3-8: August diagnostic, September and December checkpoints, January interim. HS English I/II: August diagnostic; October, February, and April checkpoints; optional January diagnostic and March interim.	Monitor standards-based progress and inform instructional response.

K-3 Progress-Monitoring Principle

Progress-monitoring weeks - Well Below: Sept. 21, Oct. 12, Oct. 26, Nov. 9, Jan. 19, Feb. 1, Feb. 22, and March 8; Below: Oct. 12, Nov. 9, Feb. 1, and March 8. Administrators review reports each week. Recommended measures: K-1 NWF/PSF and grades 2-3 NWF/ORF; schools may add measures based on need. Targeted support continues through the year, including December; Amplify progress monitoring stops April 1. STPPS notification and Home Connect letters are sent the weeks of Sept. 8, Jan. 5, and May 3, or earlier. BOY screening is required for students entering through Sept. 17.

Appendix B. District Trend Data





Appendix C. District Literacy Leadership Team

The district literacy leadership team brings together the departments and perspectives needed to guide implementation.

Leadership function	District representation
District and instructional leadership	Assistant superintendents; Curriculum and Instruction, Federal Funds, and Students with Exceptionalities leaders; PK-6 and 7-12 directors/supervisors; elementary and secondary supervision.
ELA expertise	K-2, 3-6, and 7-12 ELA specialists; literacy and professional learning coordination.
Learner support	Students with Exceptionalities, SBLC/504, Pupil Appraisal, ESL, support services, gifted, and targeted support.
Early learning	Early childhood leadership and transition expertise.
School voice	Administrators, coaches, teachers, targeted support providers, and other practitioners.
Family/community voice	Family and community partners or a structured input process.

Appendix D. LDOE Template Compliance Map

LDOE section	Location in this plan
1A. Literacy Vision and Mission	Section 1
1B. Student-, Teacher-, and Program-Focused Goals	Section 3 and Section 13
2. Explicit Instruction, Intervention, and Extension	Sections 4-8 and Appendix A
2. Action Plan	Section 13
3A. Professional Learning Partners	Section 9
3B. ILT and Teacher Collaboration	Section 9
4. Family Engagement Around Literacy	Section 10
5. Alignment to Other Initiatives	Section 11
6. Communicating the Plan	Section 12